A STUDY ON THE RELEVANCE OF VALUE-BASED EDUCATION TO MODERN NEEDS IN HIGHER EDUCATION INSTITUTIONS IN INDIA

Synopsis

Submitted in the partial fulfilment for the requirement of

Doctor of Philosophy

In
Management

Submitted by

Vartika Saxena

Prof. D. K. Banwet
Co-Supervisor
Former Professor Emeritus IIT Delhi

Prof. Shalini Nigam
Supervisor
Faculty of Social Sciences

DEPARTMENT OF MANAGEMENT, FACULTY OF SOCIAL SCIENCES
DAYALBAGH EDUCATIONAL INSTITUTE (DEEMED TO BE UNIVERSITY)
DAYALBAGH, AGRA – 282005

2023

SECTION 1 INTRODUCTION

1.1 Introduction to Value-Based Education

Education is the vehicle for self-awareness, success, and survival. Education provides a platform for success as well as the understanding of character, self-respect, social conduct, and fortitude. Education's greatest gift is knowledge of a set of values and genuine science. The values include the distinction between wrong and right, the importance of self-respect, and the value of diligent work. Education is a continuous process of learning from followers and their leaders, successes and failures, and people, and then shaping ourselves into what we aspire to be in life. Value education is viewed as a means that simultaneously provides professional knowledge and a sense of purpose in life. The time has come to reconstitute education on the basis of values, as the current system cultivates individuals and technocrats but not decent citizens. Individuals ponder about themselves, while citizens consider society.

In simple term value-based Education means part of Education which imparts certain essential moral, ethical, cultural, social, and spiritual values in children necessary for their all-around development and prepares them as a complete man.

Education based on values is the development of an individual in three folds irrespective of their gender and age endeavours in developing three aspects which are character, physique and mentality as well. Even though mental, as well as physique, e is significant, yet becomes a threat without character. Learning is a creative way of inculcating emotional, psychological, moral, physical, aesthetic, intellectual and spiritual dimensions of the developing student. Value Based Education gives opportunity for students to know the purpose of life during connections to spiritual and moral values like peace and compassion for community and environment. In addition to that it helps to increase zealous of learning and fundamental respect of life. It can be possible by the way of set academic courses which compress world to instructional packages, by direct engagement of student with environment. Education helps to develop the skills to meet the challenges and ability to value freedom; it must expand the ability to recognize and accept those values which survive in the diversity of gender, individuals, and cultures and develop the ability to co-operate, share and communicate with others; it may also develop the capability of non-violent conflict resolution and 2 encourage the

development of inner peace of mind of students therefore they can establish determinedly the qualities of sharing, compassion, tolerance and caring; it should develop in citizens the capacity to make informal choices; it be obliged to teach citizens to respect the cultural heritage, adopt methods of production, consumption and protect the environment which leads to sustainable development with harmony between individuals and collective values and between instant basic needs and even long-term benefit. And finally it helps to cultivate feelings of equity and solidarity at higher levels.

1.1.1Essential values to be developed in child: There could be a number of essential values that is to be inculcated in an individual in different ages. It could be family values, moral values, religious values, social values, spiritual values, environmental values, ethical values, national values, international values. Types of values a child can learn and follow in his or her life depend up on his age group.

1.1.2 Approaches and Models Of Value Education

Different approaches and models were developed and discussed by different educationalists and psychologists. This approach emphasizes the development of some pre-established values observed in behavior and through a process directly or indirectly where certain mentioned values become more suitable than others. The value clarification approach is mainly student-centric, where students identify their values and beliefs.

1.2 Moral Values

Moral education means an ethical education that helps choose the right path in life. It comprises some basic principles such as truthfulness, honesty, charity, hospitality, tolerance, love, kindness and sympathy. Moral education makes one perfect. Moral Values shape the personality and character of individuals. Children learn about it through morality tales. Every individual should inherit moral values such as integrity, determination, loyalty, truthfulness, honesty, and mutual respect. As previously stated, moral values help us distinguish between what is right and wrong, and what is beneficial or bad for you and society. Consequently, your decision-making ability enhances naturally. Respecting each other no matter what age the person standing in front of you helps you gain good relations at every walk of life, be it family, workplace, or society. It also helps in finding the true purpose of your life.

Now if Moral Values are so fruitful to humans, then why is it that there are too many people who don't follow such a morally right life. In order to help children, make the correct decisions, moral education has always been considered a necessary component of the curriculum. Education has the capacity to instill in children humility, veracity, tolerance, honesty, sincerity, courtesy, compassion, fellow feeling, affection, a spirit of service, and sacrifice. An infant is a unique type of human being because it is in a state of development. Physically and psychologically, children are considerably more vulnerable than adults. An infant is neither moral nor immoral at birth; rather, it is amoral. It is his milieu that determines his morality or immorality. This indicates that morality can be instilled in children through education and training. Thus, the whole individual is primed to participate in moral institutions with a healthy sense of conscience, politics, law, and economics. It instills in each student the dispositions necessary to live and work in harmony with others, both in the present school environment and in the future, and at all levels of human interaction enhances naturally. Moral education has always been viewed as an essential subject to be included in the curriculum, to help children make the right choices. It is able to inculcate in children humility, truthfulness, tolerance, honesty, sincerity, courtesy, sympathy, fellow feeling, affection, spirit of service and sacrifice through education. When a child is born, it is neither moral, nor immoral but amoral. It is the environment which makes him moral or immoral. This gives us the notion that through education and training, morality can be inculcated in the child.

Moral values are values that convey ideas about the good life. Moral values-based education harmonizes the need for the student to achieve in a competitive world and to be compassionate to his fellow beings. Moral values are the basis of our goodness and if we use them, they give us an unexplainable joy. Moral values are a must in students' life since he or she has yet to face harsh realities of life. Inculcation of moral values at the three domains of moral character (viz., moral knowing, moral feeling and moral action) help students to lead personally satisfying and socially constructive lives through internalization and adoption of the ideals and values held Introduction 5 dear by society. It also helps to develop and practice the moral skills and behavioral habits that make up the action side of character.

In the present study Moral values denotes those values viz., compassion, forgiveness, honesty,

perseverance, respect and responsibility (selected through an item in the questionnaire for upper primary school teachers in the form of checklist) that are inculcated in learners during the course of their school experiences and activities in school, whereby the learners are able to adopt ethically appropriate judgement, decisions or behaviour. This was done by assessing the level of inculcation of moral values at the three domains of moral character (viz., moral knowing, moral feeling, moral action) using Moral Values Inventory and Moral Competence Test prepared and standardized by the investigator. These instruments were used for the pre-test, post-test and delayed post-test.

1.3 Institutional Culture

Institutional Culture is the collective name for all the values, norms, vision, systems, beliefs, and practices of a specific institution that must be adhered to by all its members. The perception of a new member's assumptions and ideas is also influenced by the organisational culture. It may have both positive and negative aspects and vary between businesses.

Organizational culture is very important to study because it conveys some important assumptions and norms governing values, attitudes and goals of organizational members. It also tells employees how to do things and in what ways. It allows members of an organization to know what is important and what is not. Thus, it specifies what are acceptable behaviors are and what are not. Some aspects of organizational culture such as individual behavior and group norms are very visible. Other aspects of culture are harder to observe since they represent the invisible assumptions, values and core beliefs. “Acting friendly to customers”, “dressing conservatively” etc. are examples of the visible aspects and “being honest and ethical in all transactions”, “going beyond expectations to satisfy the customers” etc. are examples of invisible aspects.

1.4 Higher Education

The International definition of tertiary (post school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. It will have a theoretical underpinning, it will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity. Shortly, Higher education mainly and generally means university level education. It offers a number of

qualifications ranging from Higher National Diplomas and Foundation Degrees to Honors Degrees and as further step, Postgraduate programs such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful. Further education generally includes those post graduate studies in where one can gain Master and Doctorate degrees. These degrees mark the highest one can earn, though they are divided into two levels. A master's degree, for instance, is awarded for a particular course of study beyond the baccalaureate degree. They come in various categories, such as a Master of Arts, Master of Science, and Master of Theology. The amount of time it takes one to earn a master's degree depends upon the program one is enrolled in, but one should usually expect to study at least for 2 years. The second type of graduate degree, and one considered higher than a master's degree, is a doctoral degree. These are awarded for a particular course of study beyond the master's degree. Doctoral degrees can be professional degrees, such as the Doctor of Ministry, or academic degrees, such as the Doctor of Philosophy. Those who earn doctorates often assume the title 'Doctor.' The amount of time one must study before earning such a degree varies greatly by field and institutions. Here are the definitions of most frequently used terms related to Higher Education:

Bachelor's Degree: It is usually an undergraduate academic degree awarded for a course or major that generally lasts three or four years.

Master: It is an academic degree usually awarded for completion of a postgraduate or graduate course of one to three years in duration.

Doctorate: It is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied. There are essentially three types of doctorates: research, first-professional (USA only), and honorary. Research doctorates are nearly always awarded in recognition of academic research that is of a publishable standard (even if not actually published) and represents at least a modest contribution to human knowledge. It is usually assessed by submission and defense of a doctoral thesis or dissertation, though in some cases a coherent body of published literature can be accepted instead. Honorary doctorates are awarded for a substantial contribution to a field, but this need not be academic in character.

The types of universities include: With special reference to Uttar Pradesh which will be the Universe of the study, the report of UGC as on 31st March 2023 states that there are, 32 State Universities, 9 Deemed Universities and 33 Private Universities and 6 Central University in Rajasthan.

1.5 Challenges of Value-Based Education

As the need for value-based education in our world today continues to be felt, the world is still facing the challenge of integrating such values into our educational system. As we behold the future of educational approaches in the new millennium society, several factors need to be addressed if the war for Value Based Education is to be won. These include but are not limited to:

Assessment of educational system-It is our wrong assessment of the value of education that makes it hard the inculcation of ethical formation in the students of whichever subject. This is what Mahatma Gandhi alluded to when he said that the real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated.

Redefining the goal of education-There is a need to change the perception of the goal of education. It should shift from focusing on individual benefits such as increased earning capacity in the labour market and the search for employment opportunities and job security to focusing on the instillation of valuable habits and ethical behaviors that can allow the individual to become useful in society. The economic function of education seems to override all other endeavors in our education systems today.

Individualism-Rising individualism militates against the need for the peaceful coexistence of people in society and leads to a self-centered attitude. That way, the values that could have been gained in a group set up in the learning process are lost. Those who cannot make it to the top and have been relegated to the periphery of life envy those who have succeeded and at some point treat them as their enemies. In their endeavor to carve their place in the world and satisfy their desires, they involve themselves in unethical behaviors perennially and without remorse as revenge against the society that neglected them. Group interaction in the learning process can help shape people in a great way.

Absence of Mentorship-Our generation is plagued with the absence of mentorship and role modeling as the teachers do not live out the values they expect to inculcate in the students. As such a disconnect

exists between class and life and no one cares about the private life of another so long as they can become productive either in class or in their workplace. (Dr. Rakesh Bharti, June 2022).

Exam Centered Curricula-Exam-centered curricula that do not give people time to reflect even though they may have value content is another major challenge.

1.7 Education in India

Ancient Period: - In ancient India, during the Vedic period, most education was based on the Veda, Hindu texts and scriptures. Vedic education included: proper pronunciation and recitation of the Veda, the rules of sacrifice, grammar and derivation, composition, versification and meter, understanding of secrets of nature, reasoning including logic, the sciences, and the skills necessary for an occupation. The oldest of the Upanishads encouraged an exploratory learning process where teachers and students were co-travelers in a search for truth. The teaching methods used reasoning and questioning.

The Gurukul system of education supported traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free, but students from well-to-do families paid "Gurudakshina," a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and History. The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as technical scientific, philosophical and generally Hindu religious texts. Many central texts of Buddhism and Jainism have also been composed in Sanskrit.

Two epic poems formed part of ancient Indian education. The Mahabharata discusses human goals attempting to explain the relationship of the individual to society, the world and the workings of Karma. The other epic poem, Ramayana, explores themes of human existence and the concept of Dharma.

Medieval Period:-The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila University, Ujjain, & Vikramshila Universities. Amongst the subjects taught were Art, Architecture, Painting, Logic, Mathematics, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics & Politics), Law, and Medicine.

British Period: - The current system of education, with its western style and content, was introduced

and founded by the British during the British Raj, following recommendations by Lord Macaulay. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion.

The post-Independence period in India:-India and Pakistan were partitioned and given independence in 1947, after which there was remarkable improvement in scientific and technological education and research; illiteracy, however, remained high.

In 1950 the government of India appointed the Planning Commission to prepare a blueprint for the development of different aspects of life, including education. Thereafter, successive plans (usually on a five-year basis) were drawn and implemented. The main goals of these plans were (1) to achieve universal elementary education, (2) to eradicate illiteracy, (3) to establish vocational and skill training programs, (4) to upgrade standards and modernize all stages of education, with special emphasis on technical education, science, and environmental education, on morality, and on the relationship between school and work, and (5) to provide facilities for high-quality education in every district of the country.

1.8 Need of Value Education:

Our society includes population increase, rapid technical improvement, knowledge expansion, industrialization, globalization, mobilization, and the influence of other civilizations on our own. Modernization has energized society. It causes anxiety, stress, and worries. Poverty, unsociability, caste system, gender inequality, ill-treatment of child women and old people, and unplanned overuse of natural resources are affecting core human values as honesty, sincerity, morality, humanity, and non-violence. The negligence is evident in society's current state of corruption, malpractices, rule-breaking, polluted minds, restlessness, lack of tranquilly, dissatisfaction, mental depression, violence and crime, and lack of mutual faith and trust. Achievement—marks, remarks, rewards, honours, degrees, and judgments—degrades moral standards. Social contacts have plummeted. People are less tolerant, depressed, and egotistical. Materialism has trashed Indian values and customs. Everyone has cash-convertible aspirations. He no longer values nationalism, family, society, or morals. Crime and violence trap today's youth. Commercialism and modernization have corrupted their morals. India is quite concerned. To prevent social breakdown, personality development must instill morality. Moral

values teach youth humility, truthfulness, honesty, courtesy, tolerance, sacrifice, etc. It will assist young people establish positive social attitudes and speak out against societal injustices. Morality promotes collaboration and community.

Comprehensive learning resources, student support, and advancement should be the foundation of the educational system. Innovative policies and procedures should be utilized in the management of a higher education institution.

A curriculum based on core values will shape an individual's character to be cooperative, responsible, simple, unified, peaceful, respectful, tolerant, loving, and humble. By acquiring a value-based education, a person's personality will develop, and they will be able to distinguish between right and wrong. The environment will have less tension and more happiness.

United Nations Educational Scientific and Cultural Organisation (UNESCO) has developed a module on values education for its multimedia teachers' education program on "Teaching & Learning for a Sustainable Future."

SECTION 2 REVIEW OF LITERATURE:

"What we are today is the result of what we valued yesterday…What we will be tomorrow will be the result of what we value today..." — Swami Vivekananda

2.1 STUDIES ON VALUE BASED EDUCATION

- **Lovat & Terence (1999)** explores three area of research important to professional, curriculum and philosophical practices to impart value education in formal educational settings.
- **Lovat & Terence (2005)** discusses the value education by saying it heart of beginning of education. It is a supplement to what values one learns at home and missing at home.
- **Singh (2011)** analyzes the impact of value-oriented education on overall educational environment of academic institutions where value education is explicitly put into practice and the academic performance of the students.
- **Mitchell & Julie (2012)** discuss about the effective implementation of Australian curriculum and give real learning for students by supporting their teachers and school communities.
- **Swapna. K. S (2014)** explained about Sarva Shiksha Abhiyan which is an effort to universalize community-ownership by elementary education of system. It demands quality education for all

schools.

- **Anuradha & Rajeev (2013)** explored the need of value-based education for the global society where the ancient values have been thrown out of the windows.
- **Deepa (2014)** discusses the importance of value education in the life of an individual. It is the responsibility of parents to imbibe essential values in early childhood of child.
- **Mumpuniarti et. al, (2014)** developed a model for value learning which can be used to build students character at elementary school level.
- **Anand Mohan and Sanjay Bhushan (2017)** postulates the wider adoption of innovative policies and programmes at secondary and higher educational level, promoting emotional, intellectual and ethical integration of individuals.

2.2 STUDIES ON MORAL VALUES:

Necessity of Values in Human Life for Making Polite Society "Values reflect what is important to the way you live and work."

- **Cara Jacoby (2006)** had conducted the idea of moral values education as a formal subject in the curriculum has waxed and waned; however, considering the rapid rate in which societies were evolving, it was cleared that moral values education was as important as ever.
- **Nurlaela Sari (2013)** had found that the students' moral development influences the students' achievement and behavior. Moral values have to be taught to the students by education at school and also at home.
- **Wing Sze MAK (2014)** had found that using various activities and games can raise the interest of students and foster interaction. By being part of a group, members can learn proper social manners and attitudes from the student worker, other members and group experiences.
- **Kanzal, V.R., Subikshalakshmi. G., &Goswami, L. (2016)** had studied the Moral Education: Current Values in Students and Teachers' Effectiveness in Inculcating Moral Values in Students.
- **Shailaj Kumar Shrivastava (2017)** conducted the Promotion of Moral Values through Education. The result shows that they urgently feel the need for value education in higher education institutes.

2.3 STUDIES ON INSTITUTIONAL CULTURE:

- **Kim S. Cameron and Robert E. Quinn (2016)** They have said that Institutional culture impact on

performance. They propose the Competing Values Framework, which identifies four cultural types: clan culture, adhocracy culture, market culture, and hierarchy culture.

- **Schein and Bennis Edgar Schein (2020)** in collaboration with Warren Bennis, another influential management author, co-authored the book "Organizational Culture and Leadership."
- **Edgar H. Schein (2021)** Edgar Schein is a renowned organizational psychologist and author who has extensively studied organizational culture.
- **Charles Handy (2022)** Charles Handy is a management philosopher and author who have written extensively on organizational culture.

2.4 STUDIES ON HIGHER EDUCATION

- **Fulwinder (2018)** Indian Higher Education System with broad expansions and student- centric models has achieved better learning outcomes. Technology has boosted up the quality. There is a lack of international prestigious universities namely Harvard, Cambridge and Oxford.
- **Deepti and Navneet (2018)** stated that the education system of India consists of Universities and Institutes established under the Act State Legislature and Affiliated Colleges
- **Uma (2019)** point out that the young population is higher in India which need to be educated with skills to deliver better labor force. Indian government is initiating various quality improvement plans.
- **According to Gupta (2021)** Recently, private universities in India are more and more popular. The growth of higher education is reflected in the number of institutions, the total enrollment rate of students, enrollment in different disciplines, the number of research students, etc.

2.5 STUDIES ON CHALLENGES IN HIGHER EDCUATION

- **Matiwala (2017)** argues that India can only become digital India and become a superpower by improving research and development in the higher education system.
- **Dubey and Nimje (2022)** point out that competency-based education is an urgent need. The recruitment of qualified teachers will improve the quality of teaching, innovation as well as research activities. Socratic lecture model can be used to deliver the content in stipulated time period.
- **Hiremath and Albal (2022)**, have found that many Indian Institutions undergone accreditation

process which is a hindrance for globalizing Indian Education. Many institutions have failed to attract and retain high quality faculty members.

2.6 Enablers and Inhibitors for Value Based Education:

1. Cost of Education in Higher Education

- **Derek Bok (2008)** has emphasized the importance of affordability in higher education. He argues that high costs can create barriers to access and limit opportunities for talented individuals from disadvantaged backgrounds.
- **Claudia Goldin and Lawrence Katz (2006)** economists and authors of the book "The Race between Education and Technology," discuss the importance of education in a rapidly changing economy.
- **Anthony Carnevale(2007)** has highlighted the economic value of higher education. He argues that the increasing cost of education is a concern because it can lead to higher student debt burdens and limit the economic returns of a college degree.
- **Claudia Goldin and Lawrence Katz (2011)** economists and authors of the book "The Race between Education and Technology," discuss the importance of education in a rapidly changing economy. They argue that higher education plays a crucial role in developing the skills and knowledge needed for economic advancement.
- **Kevin Carey (2015)** an education policy analyst and author, explores the importance of cost and affordability in his book "The End of College." He discusses the challenges posed by rising tuition fees and the impact on students and families.
- **Sara Goldrick-Rab(2019)** stresses the significance of cost in higher education, particularly for low-income students. She argues that the high cost of education can lead to financial insecurity and hinder students' ability to focus on their studies.

2. Education Qualification of Teachers in Higher Education

- **John Hattie (2009)** an education researcher, has conducted extensive meta-analyses on factors that influence student achievement. In his book "Visible Learning," he suggests that the education qualification of teachers is an important factor contributing to student learning outcomes.
- **Linda Darling-Hammond (2013)** emphasizes the importance of teacher quality in higher

education. She argues that teachers with strong content knowledge and deep understanding of pedagogy are better equipped to engage students, facilitate learning, and promote critical thinking..

- **Arthur E. Wise (2016)** a scholar in teacher education, has written extensively on the importance of teacher preparation and qualifications. He argues that teacher education programs should focus not only on pedagogical strategies but also on developing teachers' subject matter expertise.
- **Linda Evans (2017)** has explored the impact of teacher qualifications in higher education on student outcomes. She argues that teachers who hold advanced degrees and specialized certifications demonstrate higher levels of instructional effectiveness.
- **David Berliner (2021)** has highlighted the significance of teacher expertise in higher education. He argues that experienced teachers who have in-depth knowledge of their subject area and understand students' learning processes can provide effective instruction and mentorship. Berliner emphasizes the need to recognize and support teachers' expertise through ongoing professional development and recognition of their contributions to the field.

3. Medium of Education Transferring in Higher Education

- **Jonathan D. Jansen (2009)** has written about the importance of language in higher education. He emphasizes the need to consider the language of instruction in relation to student access, engagement, and success.
- **Peter Macintyre (2017)** has explored the impact of the medium of instruction on language learning outcomes. He suggests that using the target language as the medium of instruction, particularly in language immersion programs, can enhance students' language proficiency and communicative skills.
- **Sugata Mitra(2018)** advocated the potential of technology in overcoming language barriers in higher education. He advocates for using digital platforms and tools to provide language translation and support for students from diverse linguistic backgrounds.
- **Martha C. Pennington (2020**) has examined the challenges and strategies for effective language transfer in higher education. She emphasizes the need for language-sensitive pedagogies that acknowledge students' language backgrounds and provide appropriate language support. He has highlighted the importance of creating inclusive and culturally responsive learning environments

that facilitate successful language transfer.

4. Policy Reformation in Higher Education

- **Derek Bok (2012)** a former president of Harvard University, has emphasizes the importance of policy reform in ensuring access, affordability, and quality in higher education.
- **Johnstone and Marginson (2015)** In their book "Higher Education and the Nation State," discuss the role of policy in shaping higher education systems.
- **Peter Scott (2018)** Peter Scott, a higher education policy expert, has written extensively on the challenges and opportunities of policy reform in higher education. He emphasizes the need for policies that promote diversity, autonomy, and engagement with societal needs.
- **David John Frank and Jay Gabler(2019):** In their book "Reforming Higher Education: Public Policy Design and Implementation," has emphasize the importance of comprehensive and well-designed policies that consider the complex interplay of various factors, including governance, finance, and curriculum.
- **David E. Lewis (2021)** has explored the role of politics and policy in higher education. He emphasizes the need for policy reforms that are responsive to changing social, economic, and technological trends.

2.7 Research Gap

Many countries have adopted value-based education strategies to emphasise the need for opportunities for value-based education throughout the lifespan to achieve well-being, humility, humanity, trustworthiness, and caution in knowledge-based societies.

A survey of the literature revealed that very few studies are there on value-based education, which will support the improvement of students' intellectual, physical, ethical, and personality development. The fourth Sustainable Development Goal of UNESCO is one of many that are described and highlighted as being difficult to implement in higher education.

Thus, the researcher was inspired to select A study on the value-based education in Higher Educational Institutions with Relevance to Modern Needs. The objective of education in a country like India, which has an incredible heritage and diversity in geography, values, culture and beliefs, rarely seen in this wide world, should be to educate a student of the value system which is indispensable to

live successful life (Das, Sayan, 2008).

Education is the vehicle of knowledge, success and self-preservation. Education not only provides a platform for success, but also the knowledge of social conduct, character, strength and self-respect. The greatest gift that education bestowed upon us is the set of values (Indrani, Beena, 2012)

SECTION 3 OBJECTIVES OF THE STUDY

1. To examine the importance of instilling moral values among HEIs stakeholders.
2. To determine the factors that facilitate the inculcation of moral values.
3. To Identify factors that hinder the inculcation of moral values.
4. To provide recommendations for effective academic pedagogies, curriculum design, and instructional techniques for fostering value-oriented academic programs.
5. To propose strategies that will enhance the culture of HEI institutions with the objective of inculcating moral values in stakeholders.

HYPOTHESIS:

1. Education that underlines moral values enhances students' emotional and intellectual growth.
2. Value-based education has a positive effect on the spiritual growth of an individual.
3. The culture of an institution is influenced by prevalent values.

SECTION -4 RESEARCH METHODOLOGY

4.1. Research Design: The research will be descriptive and analytical.

4.2. Sampling Frame: Agra and Noida region has 9 universities (State, deemed and autonomous) that are governed by UGC.

Table: 2 (Universities in Agra and Noida)

Type of Universities	Agra (No. of Universities)	Noida (No. of Universities)
Private	0	5
State	1	1
Deemed	1	1
Total	2	7

(Data Source:https://en.wikipedia.org/wiki/Category:Universities_and_colleges_in_)

Agra and Noida = 9 universities

4.3 Primary Sources of Data: The primary Data would be collected from HEIs (State, Deemed and Private) from the Noida and Agra regions.

Secondary Sources of Data: Journals and papers, Books, Blogs, Periodicals, Websites, NEP 2020 documents, and other online resources covering the present study as secondary sources.

4.4 Data Collection Techniques: Data collection technique would be purposive.

4.5 Data Collection Tools: this will be through in-depth interviews and questionnaires.

4.6 Sampling Unit: The sampling unit will be stakeholders of 3 Universities (State, Deemed and Private) out of 9 in Agra and Noida Region.

- **Sample size.** Slovin's formula is used to determine the sample size:
- n-N/(1+Ne2), where
- n=The sample size
- N=The Population Size
- e=The margin of error (0.05%)
- as a 95% confidence level is taken
- Population = (Student 6388214+161439 Teacher Population = 65,49,680)

(Source of Population Data: www.ceicdata.com, Higher Education Profile 2019-2020 by Government of India Ministry of Education, www.education.gov.in)

- n=65,49,680/ (1+65,49,680*(0.05)2)
- =399.47= 399 (Sample Size)
- In survey research, Slovin's formula is widely used to compute the sample size required to obtain a representative sample of the population. The calculation assumes that the population is big and that the sampling is random. The final sample size should give precision within the required margin of error and confidence level. Slovin's formula was first introduced by **Henry Slovin** in his article "Sampling Techniques" published in the Journal of Farm Economics in 1960.

The sample will be drawn from three Universities out of 9 universities in Agra and Noida one each from State, Deemed and Private Universities according to suitability of the objectives. The sample size of 399 will be divided into 2 stakeholders, Teachers, and students. The ratio of the students and teachers according to the ratio of teachers to students mentioned in the list of universities is 92:8. Hence the sample size will be 98% of students i.e., 367 of 399 and the sample size will be 8% of the

teachers i.e., 32 of 399 will be chosen for the study. (List Of Universities In Uttar Pradesh (upeducation.net). Also, in-depth interviews will be conducted with 15 recruiters selected on an easy basis.

4.7. Statistical Tool for Analysis: descriptive statistics, correlation and Regression, ANOVA and qualitative tools will be used.

- Use descriptive statistics to enumerate and describe a dataset's primary features.
- Correlation coefficients will be used to quantify the strength of a relationship between two variables.
- ANOVA, or Analysis of Variance, is a statistical technique to compare the means of two or more groups to determine if there are statistically significant differences among them.

SECTION 5 MANAGERIAL IMPLICATION

Since value-based education contributes to the entire development of a student's personality and creates first-rate citizens. This study will suggest developing curricula, pedagogies, and educational practices that indirectly contribute to the development of an individual's complete personality.

SECTION 6 PROPOSED CHAPTERS OF THE THESIS

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: 4.1 Findings and Analysis of Data

Chapter 5: Conclusion & Suggestions

References

Annexure

REFERENCES:

- Beauchamp, T. L., & Childress, J. F. (2019). Principles of Biomedical Ethics. Oxford University Press.
- Ainley, M. (2006). Connecting with learning: Motivation, affect and cognition in interest processes. Educational Psychology Review, 391-405.

- Benninga, J. S. (2006, February). Character and Academics: What Good Schools Do. Retrieved from Phi Delta Kappa International: www.kappanmagazine.org
- Damasio, A. R. (2003). Looking for Spinoza: Joy, sorrow and the feeling brain. New York: Harcourt.
- Ghosh, N. G. (1997). Distribution of four social Values among Certain Selected strata of youth and Prediction of Good Citizenship with the help of the values. Ph.D. Education, Kal University.
- J.C. Dalton, P. C. (2010). How we teach character in college: A retrospective on some recent higher education initiatives that promote moral and civic learning. Journal of College & Character, 1-10.
- Joshi, Ankur; Gupta, Rajen K. (July 2017). "Elementary education in Bharat (that is India): insights from a postcolonial ethnographic study of a Gurukul". International Journal of Indian Culture and Business Management.
- Osterman, K. F. (2010). Teacher practice and students' sense of belonging. International research handbook on values education and student wellbeing, 239-260. Sharimllah Devi Ramachandran, S. C. (2011). Organisational culture: An exploratory study comparing faculties' perspectives within public and private universities in Malaysia. International Journal of Educational Management, 615-634.
- Zamen, G. S. (1997). A Study of Social, Religious and Moral Values of Students of Class XI and their Relationship with Moral character Traits and Personality Adjustment. Ph.D. Education, Avadh University.
- Agarwal, P. 2006. Higher Education in India. Indian Council for Research on International Economic Relations.
- Altekar, A.S. 1957. Education in Ancient India, (5th edition), Varanasi:Nand Kishore and Bros.
- Bhardwaj, A. (2016) Importance of Education in Human Life: A Holistic Approach. International Journal of Science and Consciousness, 2, 23-28.
- Bhattacharaya, J and Quiroga J (2003). ‘Learning English and Beyond: a Holistic Approach for Supporting English Learners After School, California Tomorrow.

http://www.californiatomorrow.org/media/elafterschool.pdf

- Chandwani, Nikhil, The Times of India – Article date: 08th March 2019. “The importance of the Gurukul system and why Indian education needs it”
- Chaube, S.P. History and Problems of Indian Education, Agra: Vinod Pustak Mandir.
- Connor-Smith, J. K. (2007). Relationship between personality and coping: A meta-analysis. Journal of Personality and Social Psychology, 1080-1107.
- Drew, C. (2023, May 13). What is Holistic Education? - Benefits & Limitations (2023). Helpful Professor. https://helpfulprofessor.com/holistic-education/
- Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003, November 18). Extracurricular Activities and Adolescent Development. Journal of Social Issues, 59(4), 865–889. https://doi.org/10.1046/j.0022-4537.2003.00095.x
- Edu, L. (2022, November 25). Modern Education: Meaning, Purpose, Benefits, in India | Leverage Edu. *Leverage Edu*. https://leverageedu.com/blog/modern-education/
- Forbes Scott H. and Robin Ann Martin (2004). ‘What Holistic Education Claims About Itself: An Analysis of Holistic Schools’ Literature. Paper presented at the American Education Research Association Annual Conference (San Diego, California).
- Ghonge, M. M., Bag, R., & Singh, A. (2020). Indian Education: Ancient, Medieval and Modern. In *IntechOpen eBooks*. https://doi.org/10.5772/intechopen.93420
- Hare, J. 2. (2006). Towards an Understanding of Holistic Education in the Middle Years of Education. Journal of Research in Education, 5, 301-22.
- http://www.ijarse.com/images/fullpdf/1426573415_815.pdf)
- https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=85:philosophy&catid=24:about-dei&Itemid=102
- Importance of values-based education - The Hindu
- Indian Educational System: An Overview of the Ancient Indian Education
- Indian Educational System: An Overview of the Ancient Indian Education
- Jindal. J. (2013, Sep). Value-Based Education -- Need of the Day. International Journal of

Emerging Research in Management &Technology. 2 (9)

- Kumar, K. B. (2011). A demand of value based higher education system in India: A comparative study. Journal of Public Administration and Policy Research, 3 (5), 156-171.
- Marshak, David (1997). The Common Vision: Parenting and Educating for Wholeness. New York, NY: Peter Lang Publishing
- Miller, John P. (1988). The Holistic Curriculum. Toronto: Ontario Institute for Studies in Education Press
- Miller, Ron (1997). What Are Schools For? Holistic Education in American Culture, 3rd Edition. Brandon, VT: Holistic Education Press
- Modern Education: A Significant Leap Forward. (2022, November 25). Leverage Edu. Retrieved January 11, 2023, from https://leverageedu.com/blog/modern-education/
- Mookerji R.K., Ancient Indian Education: Brahmanical and Buddhist, Motilal Banarasdass pub., 1960 Pub.1970
- Nasrin. (2012, Nov). Value-based environmental education. Global Research Analysis, 1(5).
- Patil, V. K., & Patil, K. D. (2021, May 18). Traditional Indian Education Values and New National Education Policy Adopted by India. *Journal of Education, 203*(1), 242–245. https://doi.org/10.1177/00220574211016404
- Shekhawat, M. (2023). Modern Education System vs Traditional Education System. *Study Woo*. https://studywoo.com/modern-education-system-vs-traditional-education-system/
- To Know As We Are Known Palmer, Parker (1993).: Education as a Spiritual Journey. San Francisco, CA: Harper San Francisco
- Value Education: Meaning, Types, Importance & Needs | Shiksha
- Writer, S. (2015, August 4). What Does Intellectual Development Mean? Reference.com. Retrieved January 9, 2023, from https://www.reference.com/humanities-culture/intellectual-development-mean-b363c12a7264f641
- Yadav, U. (2018, January 1). A comparative study of ancient & present education system. Education, Sustainability & Society, 01–03. https://doi.org/10.26480/ess.01.2018.01.03

- Yadav, U. (2018, January 1). A COMPARATIVE STUDY OF ANCIENT & PRESENT EDUCATION SYSTEM. Education, Sustainability & Society, 01–03. https://doi.org/10.26480/ess.01.2018.01.03
- Awasthi,D.(2014) .Value based education is the only solution to the problem of crisis of moral values among the youth of India.GJRA –Global journal for research analysis. A research paper, Vol.3 issue 9 .Sept,2014 – ISSN no 2277-8160.